

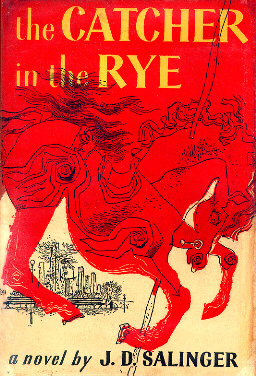
Coming of Age

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High School Methods

Professor Edge

Coming of Age Unit Rational

Studying coming-of-age novels are important for adolescents in relating to the literature they are reading. Learning about concepts that students can actually relate to will be helpful in getting them involved in the learning process. Students struggle with maturing at one point or another during their teen years. Reading about Scout and Jem in To Kill a Mockingbird or Holden Caulfield in The Catcher in the Rye will promote critical thinking and problem solving. The students will have just learned about censorship in the previous unit. These two novels are heavily censored but with the teacher’s guidance these characters can be studied and students will be able to benefit from the characters lives. *Coming-of-age is a universal experience that is life changing, studying the topics accompanied with* The Catcher in The Rye *and* To Kill a Mockingbird *may help students decipher their own coming-of-age, and relate it to their own lives.*

The concepts that are central to the topic of this unit are: coming-of-age, alienation as a form of self-protection, and social injustices. We are relying on Erickson’s theory of identity vs. role confusion as justification to teach “Catcher in the Rye”. Holden is trying to find his way in the adult world. Identity and role confusion are difficulties that must be dealt with. Ormrod states “Moratorium is a phase where an adolescent has no commitment to a particular career or set of beliefs, but is actively exploring ideologies. In essence, the individual is undergoing an identity crisis” (Ormrod 76). Students learning about how the characters handled their identity crisis will be helpful in shedding light on the student’s same dilemmas. When Holden isolates himself from his peers, family, and society he is trying to protect himself from the “phoniness” of the adult nature. Students who alienate themselves from family and/or society may relate to Holden’s actions.

The justification for “To Kill a Mocking Bird” is teaching students about the harsh reality of social/racial injustice. The novel is told from a child’s point of view, which is easy to relate to. The characters watch as an innocent black man is convicted of rape of a white woman. The battle between good and evil, right and wrong, and complete inequality prevails. Scout is young enough to maintain her faith in society because of her innocence, while Jem loses all faith in justice and society and is deeply distressed. Jem has a coming-of-age after the trial.

Both of the novels can be tied to the relevance of the student’s needs or interests, which is another justification. The adolescent reader prefers narratives about young characters, much like themselves. They gravitate towards characters that face the same dilemmas they do. Also the unit’s relevance to student’s needs or interests is important. Studying coming-of-age literature benefits students of a young adult age because important concepts can be taught.

While using these heavily censored books in the classroom, issues of concern from parents can challenge the use of the novels. Strong adult language in “Catcher in the Rye” has long been a concern of parents everywhere. With the use of words like “goddam” parents express concerns that their children might start to use language like this in everyday speech when they have fought for so long to keep these words out of their children’s mouths. Holden also solicits a prostitute. Prostitution is illegal as is also may be a taboo topic for many families, so some parents will be uncomfortable with students reading about this kind of behavior. Holden shows no respect for authority. He calls adults phony and refuses to conform in their world. Parents might view this defiance as dangerous teenage angst and may not want their children to be exposed to these kinds of actions.

In “To Kill a Mockingbird” the use of the word “nigger” has long been the reason that students are kept from such an eye-opening novel. The racial injustices that Tom faces are very negative and parents won’t approve of their children being exposed to such situations. Tom is convicted of rape, a very violent and disturbing crime. Rape is a sensitive subject in some households and parents would prefer that their children not be exposed to such a topic.

While all of the aforementioned situations seem a bit grim, under the proper guidance of a teacher all of these subjects can be handled in a mature and informational manor. In dealing with the adult language in “Catcher in the Rye” the students must be reminded that Holden is a very disturbed individual. The lines of authority are blurred in his warped mind, as he is going through an identity crisis in his adolescence. The students will have a clear understanding that the foul language used in the novel is only to show how troubled Holden is, and they are not to repeat any of the language that is only for effect, as Holden is a disturbed individual at this point in his life. Holden’s damages psyche can also teach students about coping strategies. Holden copes with his issues in a negative way; he alienates himself from his family and society. When students read how he handles his life and the outcomes, they will be put into the position of deciphering WHY Holden’s life is spinning out of control.

Students must also be taught that the use of the word “nigger” is inappropriate for anyone, especially students today. The word was more commonly used in the south during the setting of the book. Also, we will point out that the fair, all-powerful and all knowing, Atticus Finch tells Scout, his daughter, that she is not to use the word under any circumstance. With such a positive character like Atticus, who is the “moral compass” of the novel it is easy to remind students right from wrong; not to use the word. Also, we believe that Harper Lee may have been making a statement against the word with this text.

To conclude, students are easily able to relate to coming-of-age novels in that these character’s situations are relevant to their lives. Students can gain insight from studying these moral dilemmas. We understand the arguments for dismissing these novels are prevalent; however we are prepared to deal with any negative attention brought about by these novels. The negative accusations can be dealt with as further opportunity for learning.

Works Cited

Ormrod, J.E. (2008). Educational Psychology: Developing Learners . New Jersey: Merrill/Prentice Hall.

Alternative Book Report Rubric

* Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | A | B | C | D |
| Project | Student has shown proof of deep thought about the text. | Student has shown clear understanding of text. | Student has shown basic understanding of text. | Student has shown proof of little understanding of the text. |
| Craftsmanship | Student has completed a project from the choices good craftsmanship is evident. | Student has completed a project. | Student has attempted a project. | Student turns in an incomplete project. |
| Presentation | Project Presentation shows clear understanding of text. | Project presentation shows basic understanding of text. | Project Presentation shows little understanding of the text. | Project Presentation is vague and unclear. |
| Summary | One page summary reflection of texts. | One page summary of project work. | Summary of work put into project. | Summary is not Present. |

Speech/Debate Rubric

* Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY | A | B | C | D | F |
| Presentation | Student shows deep understanding of their coming of age speech. If he/she is reciting a poem, it is memorized. Student uses visuals. | Student shows clear understanding of their topic of speech. If he/she is reciting a poem, it is memorized for the most part. Student uses visuals. | Student shows basic understanding of their topic of speech. Their poetry is read, rather than memorized. | Student shows a vague understanding in topic of speech. Poem is undeveloped. | Student does not have a speech or a poem prepared to recitation. |
| Timeliness | Student uses the full five to seven minutes, delivering a well thought out speech or poem. | Student uses three to five minutes of the allotted time. | Student uses 1-3 minutes of allotted time. | Student uses one minute of allotted time; information is unorganized and vague. | Student fails to present. |
| Quality | Time spent of speech or poem is evident, High Quality information is presented. | Time spent on speech is evident. | Information is basic and unorganized. | Information is vague and unorganized. | Student fails to present. |
| Originality | Student produces a fresh, original project that evokes deep thought. | Student presents an original project. | Student presents a speech. | Student produces an unoriginal project. | Student fails to present. |

Research Paper Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A | B | C | D |
| Novel | Student shows exceptional understanding of novel and evidence of critical thinking and a connection to the novel is present | Student shows clear understanding of novel and key concepts | Student shows basic understanding of novel and key concepts | Student turns is an incomplete paper |
| Time In History | Student makes connection to novels to what is going on in society at the time | Student clearly reports on events in history during the time the novels were written | Student makes attempt to report on events at that time in history | Students turns in an incomplete paper |
| Author | Students reports thoroughly on the author and connects why they would write a book like this | Student reports on the author. | Student shows some understanding of the authors life | Student turns in an incomplete paper |
| Civil Rights Movement | Student shows exceptional understanding of the Civil Rights Movement and connecting it to the texts. | Student reports on Civil Rights movement | Student shows some understanding of movement. | Students turns in an incomplete paper |

Unit Goals:

Students will complete an Alternative Book Report on either novel. These Alternative Book reports give students an opportunity to express their understandings of the novel as well as give them the advantage of using their strengths to their advantage in completing the project.

Students will be able to give a speech on a topic of their own choice. Students also have the option of reciting poetry for this assignment. This will give students a good introduction to public speaking.

Students will have an option to complete a research paper on *To Kill a Mocking Bird* or *Catcher in the Rye,* the authors, Harper Lee or J.D. Salinger, or the time when either of the novels are set.

The Rubrics above are related to these Rubric Goals.

Introductory Lesson Plan for Coming of Age

Lesson Title: Coming of Age Writing Exercise

Date/Sequence/Duration: Monday, 1, 50 Minutes

1. Lesson Overview: Students will write in class about a coming of age experience and share it in a small group.
2. Lesson Rationale: This exercise will introduce students to key problem and concepts of the unit. This will also serve as practice for writing a personal narrative. I will also introduce and explain the project/ research paper that will be done at the end of the unit, which will be due 4 days after our twenty day unit ends.
3. Lesson Objectives: Students will start a personal narrative about a coming of age experience.

Upon successful completion of the lesson, **students will be able to:**

**-**Identify coming of age stories

- Reflect and discuss real life situations before being introduced to a piece of literature.

- Discuss this narrative in a small group

1. Sunshine State Standards:

LA.1112.1.6.2

The student will listen to, read, and discuss familiar and conceptually challenging text.

LA.1112.3.5.3

The student will be sharing with others, or submitting for publication.

1. Instructional Resources and Lesson Materials Needed:

n/a

1. Lesson Sequence (include approximate times for each segment):

* **Introduction/Lead-in/ Focus:**

This Lesson should be introduced at the beginning of class, after the bell has rung; students should be prepared with their writing journals. The Teacher should be prepared with their own coming of age narrative to model to the class. The teacher starts reading, students pay attention.

(5 minutes in)

* **Explicit Instruction**:

Upon completion of reading the narrative, the teacher should start discussion:

Questions:

“What kind of story is this?”

“What are the issues at hand?”

“How did the protagonist grow?”

“What would you have done if you found yourself in the same position?”

“Does anyone have a similar story?”

Teacher tells students about the coming of age stories to be read.

Provides Book talks for both (tells about novels “to Kill a Mockingbird” and “Catcher in the Rye,” without telling the ending)

Introduces “Quick Write” Topic: Writes on Board: Write about a time in your life where you over came a problem. Be sure to include how you changed because of this event. (20 minutes of discussion and instruction)

Students take 15 minutes to write their own narratives. Teacher should be visually monitoring the classroom during this time, make sure students are writing and answering questions. After 15 minutes, teacher calls time.

Students are asked to share their stories with the other 3 people sitting at their tables. This will take the rest of the class. (10 minutes) Teacher should make it to each “learning group,” to make sure students are on task, teacher also distributes books and tells each group of the homework due on Tuesday: read the first four chapters and hand write a one page response in their journals, come to class with questions. Teacher will also introduce the research paper/project so that the students can be preparing for their papers while they are reading the books.

1. Assessment and Assessment Criteria:

Teacher grades student journals every Fridays. The teacher should check for this assignment and read over it, correcting any glaring errors or miscommunication of the topic. The teacher should also assess students during the group sharing. A mental checklist is ideal: Are they sharing? Is everyone talking? Do they “get it?”

Lesson Plan Outline

Lesson Title: Reading To Kill a Mockingbird

Date/Sequence/Duration: Tuesday, 2, 50 minutes

1. Lesson Overview: Students will read the beginning of the book. They will do a reader response at home, and work on it in the beginning of class during Think, Pair, Share.
2. Lesson Rationale: This lesson will implement critical thinking and discussion skills as well as writing and personal reflection skills.
3. Lesson Objectives: I will glance at the reader journal responses each day, but will not collect and grade them until the end of the week.

Upon successful completion of the lesson, students will be able to:

Identify key concepts of chapters 1-4. They will be able to connect their own personal narrative to the concepts in “To Kill a Mockingbird”. And also understand the historical context of the work.

1. Sunshine State Standards:

»  [LA.1112.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2',''))

»  [LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl18$HyperLink2',''))

1. Instructional Resources and Lesson Materials Needed:

The book-To Kill a Mockingbird

1. Lesson Sequence (include approximate times for each segment):

* **Introduction/Lead-in/ Focus:**

10 minutes-Students will be working on their journals for their book using Think, Pair, Share and short quiz in their reader journals to check for comprehension.

* **Explicit Instruction**:

We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and they will be thinking about how to improve their own essays. They will also talk about the historical context.

Discuss “You never really understand a person until you . . . climb into his skin and walk around in it.” And it’s importance.

Why does Scout hate school so much?

Who is Boo Radly?

1. Assessment and Assessment Criteria:

During the discussion I will check for understanding of reading. I will also ask them about the historical things they have noticed taking place in the story. If I notice they are missing important parts of the story I will help lead the discussion to ensure they are getting the important plot lines and facts about the book, as their papers will depend on it. I am looking for “critical thinking” from every student.

1. Lesson Plan Extensions and Modification Ideas

This type of lesson will continue until Thursday.

Lesson Plan Outline

Lesson Title: To Kill a Mocking Bird

Date/Sequence/Duration: Wednesday, 3, 50 minutes

1. Lesson Overview: Students will read the beginning of the book. They will do a reader response at home, and work on it in the beginning of class during Think, Pair, Share.
2. Lesson Rationale: This lesson will implement critical thinking and discussion skills as well as writing and personal reflection skills.
3. Lesson Objectives: I will glance at the reader journal responses each day, but will not collect and grade them until the end of the week.
   1. Upon successful completion of the lesson, students will be able to:

Identify key concepts for chapters 5-8. They will be able to connect their own personal narrative to the concepts in “To Kill a Mockingbird”. And also understand the historical context of the work.

1. Sunshine State Standards:
   1. [LA.1112.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2',''))
   2. [LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl12$HyperLink2',''))
2. Instructional Resources and Lesson Materials Needed:
   1. The book-To Kill a Mockingbird
3. Lesson Sequence (include approximate times for each segment):
4. **Introduction/Lead-in/ Focus:**
   * 1. 10 minutes-Journals, and discussing what was read the previous night using Think, Pair, Share
5. **Explicit Instruction**:
   * 1. 40 minutes-We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and they will be thinking about how to improve their own essays. They will also talk about the historical context.
     2. Tell me about the knothole, and what they find in it.
     3. Why is Mr. Radly waiting so closely with his gun?
6. Assessment and Assessment Criteria:

During the discussion I will check for understanding of reading. I will also ask them about the historical things they have noticed taking place in the story. If I notice they are missing important parts of the story I will help lead the discussion to ensure they are getting the important plot lines and facts about the book, as their papers will depend on it. I am looking for “critical thinking” from every student. Check short quiz in reading response journals.

1. Lesson Plan Extensions and Modification Ideas
   1. This type of lesson will continue until Thursday.

Lesson Plan Outline

Lesson Title: To Kill a Mockingbird

Date/Sequence/Duration: Thursday, 4, 50 minutes

1. Lesson Overview: Students will read the beginning of the book. They will do a reader response at home, and work on it in the beginning of class during Think, Pair, Share.
2. Lesson Rationale: This lesson will implement critical thinking and discussion skills as well as writing and personal reflection skills.
3. Lesson Objectives: I will glance at the reader journal responses each day, but will not collect and grade them until the end of the week they will also take a short quiz in their journals to check for comprehension.
   1. Upon successful completion of the lesson, students will be able to: Identify key concepts of chapters 9-12. They will be able to connect their own personal narrative to the concepts in “To Kill a Mockingbird”. And also understand the historical context of the work.
4. Sunshine State Standards:
   1. [LA.1112.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl06$HyperLink2',''))
   2. [LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl08$HyperLink2',''))
5. Instructional Resources and Lesson Materials Needed:
   1. The book-To Kill a Mockingbird
6. Lesson Sequence (include approximate times for each segment)
   1. **Introduction/Lead-in/ Focus:**
      1. 10 minutes-Journals, and discussing what was read the previous night using Think, Pair, Share and short quiz
7. **Explicit Instruction**:
   * 1. 40 minutes-We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and they will be thinking about how to improve their own essays. They will also talk about the historical context.

Key concepts:

* + 1. Discuss the importance of the quote “Mockingbirds don’t do one thing but make music for us to enjoy . . . but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird.”
    2. Who is Mrs. Dubose, describe her character.

1. Assessment and Assessment Criteria:

During the discussion I will check for understanding of reading. I will also ask them about the historical things they have noticed taking place in the story. If I notice they are missing important parts of the story I will help lead the discussion to ensure they are getting the important plot lines and facts about the book, as their papers will depend on it. I am looking for “critical thinking” from every student. Check short quiz in reading response journals.

1. Lesson Plan Extensions and Modification Ideas
   1. This is the last day this week for this type of lesson.

Lesson Plan Outline

Lesson Title: Citation

Date/Sequence/Duration: Friday, 5, 50 minutes

1. Lesson Overview: To teach the students the proper way to do research and cite their papers.
2. Lesson Rationale: The students will be writing a paper after reading the two books. It is important that they have the skills necessary to do extra research if they are to use other sources then To Kill a Mockingbird and Catcher in the Rye. We will discuss internet research, print research, and how to properly cite these sources.
3. Lesson Objectives: (These should be specific, measurable, taxonomic, and connected to the lesson’s assessment) After the lesson the students will site three different types of sources to show that they have learned.

Upon successful completion of the lesson, students will be able to: Properly cite their papers and distinguish between reputable sources and those that are not.

1. Sunshine State Standards:

[LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl18$HyperLink2',''))

[LA.910.6.2.4: The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl14$HyperLink2',''))

1. Instructional Resources and Lesson Materials Needed:

Citation worksheet-with proper way to cite different sources.

Examples of citation.

1. Lesson Sequence (include approximate times for each segment):

* **Introduction/Lead-in/ Focus:**

I will introduce a paper that has been properly cited.

* **Explicit Instruction**:

I will show them the proper way to cite using different types of media, then they will practice on their own while I check for understanding.

* + The concept/strategy is the students will learn how to cite
  + Since they will be writing a paper, they will need to know how to cite sources
  + I will use different sources in a short paper and show the students how to cite.
  + We will practice together with a different source.
  + The students will cite on their own
  + I will check for understanding when they turn the completed worksheet in

1. Assessment and Assessment Criteria:

After I show students how to cite I will give them three sources and they will have to cite on their own. I am checking for correct completion of citations to en sure they will be able to cite when they write their own papers.

1. Lesson Plan Extensions and Modification Ideas

IF we do not finish, they will finish the citation worksheet over the weekend, and we will review on Monday and check for the correct answers.

Lesson Plan Outline

Lesson Title: To Kill a Mockingbird

Date/Sequence/Duration: Monday, 5, 50 minutes

1. Lesson Overview: Students will read the beginning of the book. They will do a reader response at home, and work on it in the beginning of class during Think, Pair, Share.
2. Lesson Rationale: This lesson will implement critical thinking and discussion skills as well as writing and personal reflection skills.
3. Lesson Objectives: I will glance at the reader journal responses each day, but will not collect and grade them until the end of the week.
   1. Upon successful completion of the lesson, students will be able to:
   2. Identify key concepts in chapters 16-22. They will be able to connect their own personal narrative to the concepts in “To Kill a Mockingbird”. And also understand the historical context of the work.
4. Sunshine State Standards:
   1. »  [LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl08$HyperLink2',''))
   2. »  [LA.1112.1.6.3: The student will use context clues to determine meanings of unfamiliar words;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2',''))
5. Instructional Resources and Lesson Materials Needed:
   1. The book-To Kill a Mockingbird
6. Lesson Sequence (include approximate times for each segment):
7. **Introduction/Lead-in/ Focus:**
   * 1. 10 minutes-Journals, and discussing what was read the previous night using Think, Pair, Share and take short quiz on key concepts.
8. **Explicit Instruction**:
   * 1. 40 minutes-We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and they will be thinking about how to improve their own essays. They will also talk about the historical context.

Key Concepts

* + 1. Why does Atticus decide to represent Tom?
    2. Why is Mayella lying?
    3. Why do people believe her instead of Tom?

1. Assessment and Assessment Criteria: During the discussion I will check for understanding of reading. I will also ask them about the historical things they have noticed taking place in the story. If I notice they are missing important parts of the story I will help lead the discussion to ensure they are getting the important plot lines and facts about the book, as their papers will depend on it. I am looking for “critical thinking” from every student.
2. Lesson Plan Extensions and Modification Ideas
   1. This type of lesson will continue today and tomorrow.

Lesson Plan Outline

Lesson Title: To Kill a Mockingbird

Date/Sequence/Duration: Tuesday, 7, 50 minutes

1. Lesson Overview: Students will read the beginning of the book. They will do a reader response at home, and work on it in the beginning of class during Think, Pair, Share.
2. Lesson Rationale: This lesson will implement critical thinking and discussion skills as well as writing and personal reflection skills.
3. Lesson Objectives: I will glance at the reader journal responses each day, but will not collect and grade them until the end of the week.
   1. Upon successful completion of the lesson, students will be able to:
   2. Identify key concepts of chapters 23-26. They will be able to connect their own personal narrative to the concepts in “To Kill a Mockingbird”. And also understand the historical context of the work.
4. Sunshine State Standards:

[LA.1112.1.6.6: The student will distinguish denotative and connotative meanings of words;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl16$HyperLink2',''))

[LA.1112.1.6.8: The student will identify advanced word/phrase relationships and their meanings;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl20$HyperLink2',''))

1. Instructional Resources and Lesson Materials Needed:
   1. The book-To Kill a Mockingbird
2. Lesson Sequence (include approximate times for each segment):
3. **Introduction/Lead-in/ Focus:**
   * 1. 10 minutes-Journals, and discussing what was read the previous night using Think, Pair, Share and take short quiz on key concepts.
4. **Explicit Instruction**:
   * 1. 40 minutes-We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and they will be thinking about how to improve their own essays. They will also talk about the historical context.

Key concepts:

* + 1. Should rape be a capital offense?
    2. What do you predict will happen to Tom during the final?
    3. Why didn’t Jem mash the roly-poly bug? What is the significance?

1. Assessment and Assessment Criteria:

During the discussion I will check for understanding of reading. I will also ask them about the historical things they have noticed taking place in the story. If I notice they are missing important parts of the story I will help lead the discussion to ensure they are getting the important plot lines and facts about the book, as their papers will depend on it. I am looking for “critical thinking” from every student.

Lesson Plan Outline

Lesson Title: Public Speaking

Date/Sequence/Duration: Wednesday, 8, 50 minutes

1. Lesson Overview: Students will learn techniques for better public speaking.
2. Lesson Rationale: Students will be presenting their lessons or projects and needs to learn the skills to present well.
3. Lesson Objectives: In two weeks when the students present their projects they will be graded on their public speaking/presenting techniques.
4. Upon successful completion of the lesson, students will be able to:
   1. Present their projects with great composure and utilize their new public speaking techniques.
5. Sunshine State Standards:
   1. [LA.1112.5.2.5: The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl20$HyperLink2',''))
   2. [LA.1112.5.2.3: The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl16$HyperLink2',''))
6. Instructional Resources and Lesson Materials Needed:

Hand out on speeches.

1. Lesson Sequence (include approximate times for each segment):

**Introduction/Lead-in/ Focus:**

* + 1. 10 minutes-I will give a speech on To Kill a Mockingbird to model and to introduce the lesson.

**Explicit Instruction**:

* + 1. (This is what you are teaching, why it is important for students to know, how it is done or what it looks like, and opportunities for students to practice. Between segments, feedback should be provided by the teacher, peer students, or through self-evaluation.)

1. Students will learn how to give better speeches and presentations
   * 1. Since the students have presentations/papers due in two weeks they will need to prepare how to present and give a speech about a topic of their choice.
2. Assessment and Assessment Criteria:
   * 1. The assessment will come in two weeks when the students present their projects/papers.
3. Lesson Plan Extensions and Modification Ideas
   * 1. The lesson can continue into tomorrow if we do not get through it all.

Lesson Plan Outline

Lesson Title: Test on Mockingbird

Date/Sequence/Duration: Thursday, 9, 50 minutes

1. Lesson Overview: Students will be tested on their understanding of To Kill a Mockingbird.
2. Lesson Rationale: To check to critical thinking and understanding of the book.
3. Lesson Objectives: The students will be graded on their answers for the test.
   1. Upon successful completion of the lesson, students will be able to:
      1. Successfully complete a test on To Kill a Mockingbird.
4. Sunshine State Standards:
   1. »[LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl12$HyperLink2',''))
   2. »  [LA.1112.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl22$HyperLink2',''))
5. Instructional Resources and Lesson Materials Needed:
   1. Test on book.
6. Lesson Sequence (include approximate times for each segment):
7. **Introduction/Lead-in/ Focus:**
   * 1. The students will have 10 minutes to ask for any clarification on the book that was just finished.
8. **Explicit Instruction**:
   * 1. After I write the question on the board students will have the remaining class time to complete test.
9. Assessment and Assessment Criteria:
   1. I am checking for critical thinking and understanding in the student’s reading of the book. If they do not do well then their papers/projects will suffer, so it is vital that they understand the book.
10. Lesson Plan Extensions and Modification Ideas
    1. The students will likely have a few extra minutes after the test. I do not foresee this continuing into Friday.

Lesson Plan Outline

Lesson Title: Socratic Circle

Date/Sequence/Duration: Friday, 10, 50 minutes.

1. Lesson Overview: Student will conduct a Socratic Circle on the book To Kill a Mockingbird.
2. Lesson Rationale: Students will have a chance to exchange ideas or understanding of the book to help them with their papers/projects.
3. Lesson Objectives: The students will discuss different aspects of the book and will have the chance to exchange ideas for their papers.
   1. Upon successful completion of the lesson, students will be able to:
   2. Have an idea about a paper/project topic. And have exchanged thoughts on the book. Communicated key concepts and ideas.
4. Sunshine State Standards:
   1. »  [LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2',''))
   2. »  [LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl18$HyperLink2',''))
5. Lesson Sequence (include approximate times for each segment):
6. **Introduction/Lead-in/ Focus:**

Five minutes-I will explain how the Socratic circle works.

1. **Explicit Instruction**:

Forty five minutes-The students will conduct the Socratic Circle themselves after being told how it works.

1. Assessment and Assessment Criteria:
   1. I will be listening to critical thinking and better understanding of the book during the Socratic Circle.
2. Lesson Plan Extensions and Modification Ideas
   1. The students will only have one day (45 minutes)

Lesson Title: The Adolescent and *The Catcher in the Rye*

Date/Sequence/Duration: March 15/ Lesson 11/ 50 minutes

1. Lesson Overview: Book Distribution, Book Talk, and Psychological Connection to Identity.
2. Lesson Rationale: Students are introduced to *Catcher in the Rye,* in a way, which connects the novel to them.
3. Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

* Connect text to a psychological concept.
* Identify the different stages of development in adolescents.

1. Sunshine State Standards:

-(LA.1112.3.3.2): The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas

1. Instructional Resources and Lesson Materials Needed:

-Multiple Copies of the *Catcher in the Rye*

*-*Who am I? Hand out

1. Lesson Sequence

* **Introduction/Lead-in/ Focus:**

Question: What is adolescence?

-Why do we study this age group? (10 minutes)

-Handouts

* **Explicit Instruction**:

(25 minutes)

Students will read over handouts, I will discuss the basics of the stage of adolescence.

* Adolescence is the period during which the individual must establish a sense of *personal identity.*
* Adolescents must answer questions for themselves about where they came from, who they are, and what they will become.
* Identity is not given to the individual by society; it must be acquired through sustained individual efforts.
* *Moratorium-* Individuals who are in an acute state of crisis.  They are exploring and actively searching for alternatives, and struggling to find their identity; but have not yet made any commitment or have only developed very temporary kinds of commitment.
* Students are prompted to take notes in their reader journals, as they see Holden going through these stages.

**Teacher hands out books, Assigns students chapters 1-3 for homework.**

(10 Minutes)

1. Assessment and Assessment Criteria:

Students will be assessed in their reader response at the end of the Unit.

Lesson Title: Catcher in the Rye Chapter 1-3

Date/Sequence/Duration: March 16/ Lesson 12/ 50 Minutes

1. Lesson Overview:

-Students will be given a brief quiz on the reading material

-Students will discuss chapters 1- 3 of *Catcher in the Rye*

1. Lesson Rationale: Learning floats on a sea of talk; having students work through issues presented on the novel, will clarify themes and issues.
2. Lesson Objectives:

Upon successful completion, students will be able to:

Identify key elements during chapters 1-3. They will be able to connect their own lives as adolescents to the concepts in “Catcher in the Rye”.

1. Sunshine State Standards:

(LA.1112.1.6.2)

The student will listen to, read, and discuss familiar and conceptually challenging text.

(LA.1112.2.2.2)

The student will use information from the text to answer questions or to state the main idea or provide relevant details.

(LA.1112.2.1.4)

The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

1. Instructional Resources and Lesson Materials Needed:

-Quiz questions:

Why does Holden call D.B. a prostitute? (Loneliness)

What does Holden do with the fencing equipment? (Leaves in on a train in New York)

Why does Mr. Spencer worry about Holden?(He is failing and not living up to his potential)

1. Lesson Sequence (include approximate times for each segment):

* **Introduction/Lead-in/ Focus:**

Quiz 1 Catcher in the Rye (10 Minutes)

* **Explicit Instruction**: (35 minutes)

We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and Holden’s world is damaged on the outside, as he is emotionally.

**Key Points (if not already addressed by students)**

-Who is Holden?

-Why does Holden have issues with his Brother, D.B?

-Holden’s cynical tone.

-Why is Holden kicked out of boarding school?

-Holden is damaged.

1. Assessment and Assessment Criteria:

-Students will be assessed daily through quizzes related to content.

-Students will also be required to take notes as they are reading the novel, to be graded by the teacher, weekly.

-During the discussion I will check for understanding of reading. I will also ask them about the psychological aspects of Holden’s persona that relate to his identity crisis. If I notice they are missing important parts of the story I will help lead the discussion to ensure they are getting the important plot lines and themes throughout the novel.

-I am looking for “critical thinking” from every student.

Lesson Title: Alternative Book Reports/ *Catcher in the Rye*, Chapters 3-6

Date/Sequence/Duration: March 17/ Lesson 17/ 50 Minutes

Lesson Overview:

-Students will view an alternative book report for the book, Paper Towns

-Students will be given a brief quiz on the reading material

-Students will discuss chapters 3-6 of *The Catcher in the Rye*

*-*Students will choose a medium and a novel for their Alternative Book Reports

Lesson Rationale:

-Students will be attempting an alternative book report next week. It is important that they understand the assignment.

- Learning floats on a sea of talk; having students work through issues presented on the novel, will clarify themes and issues.

Lesson Objectives:

Upon successful completion, Students will be able to:

-Identify key elements during chapters 3-6. They will be able to connect their own lives as adolescents to the concepts in “Catcher in the Rye”.

- Choose an alternative book report that fits their expertise

Sunshine State Standards:

(LA.1112.1.6.2)

The student will listen to, read, and discuss familiar and conceptually challenging text.

(LA.1112.2.2.2)

The student will use information from the text to answer questions or to state the main idea or provide relevant details.

(LA.1112.2.1.4)

The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

Instructional Resources and Lesson Materials Needed:

-Alternative Book Report Example (movie trailers work best)

-Quiz questions: How did Allie die? (Leukemia)

What is on Allie’s baseball mitt? (Poems)

1. Lesson Sequence (include approximate times for each segment):

* **Introduction/Lead-in/ Focus:**

Quiz 2 on *The Catcher in the Rye* (5 minutes)

* **Explicit Instruction**:

-Handouts for alternative Book Reports will be distributed.

-Students will watch the Trailer for *Paper Towns*

-I will explain that this project benefits them as they chose the medium. For example, I chose to do a project with editing because I wanted to learn how to use a new program.

-Questions will be addressed.

-Students will look over the handout and decide on a project for *To Kill a Mockingbird,* and *The Catcher in the Rye.*

(20 Minutes)

-We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and Holden’s world is damaged on the outside, as he is emotionally.

**Key Points (if not already addressed by students)**

-Who is Allie, Why does Holden have love and admiration for him?

-Cheating

-Jane- why does Holden get angry when her name is brought up during boy talk?

(20 Minutes)

1. Assessment and Assessment Criteria:

- Students will be assessed on their alternative book reports and presentations, upon completion.

-Students will be assessed daily through quizzes related to content.

-Students will also be required to take notes as they are reading the novel, to be graded by the teacher, weekly.

-During the discussion I will check for understanding of reading. I will also ask them about the psychological aspects of Holden’s persona that relate to his identity crisis. If I notice they are missing important parts of the story I will help lead the discussion to ensure they are getting the important plot lines and themes throughout the novel.

-I am looking for “critical thinking” from every student.

Lesson Title: *Catcher in the Rye* Chapter 6-10/ Found Poetry Exercise

Date/Sequence/Duration: March 18/ Lesson 18/ 50 Minutes

Lesson Overview:

-Students will be given a brief quiz on the reading material

-Students will discuss chapters 6-10 of *The Catcher in the Rye*

-Students will be participating in a found activity exercise

Lesson Rationale:

* Learning floats on a sea of talk; having students work through issues presented on the novel, will clarify themes and issues.
* The found poetry exercise enables students to work together and think critically in a group setting.

Lesson Objectives:

Students will be able to:

-Identify key elements in chapters 6-10. They will be able to connect their own lives as adolescents to the concepts in “Catcher in the Rye”.

-Complete found Poetry exercise.

Sunshine State Standards:

(LA.1112.1.6.2)

The student will listen to, read, and discuss familiar and conceptually challenging text.

(LA.1112.2.2.2)

The student will use information from the text to answer questions or to state the main idea or provide relevant details.

(LA.1112.2.1.4)

The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

(LA.1112.2.1.5)

The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.

Instructional Resources and Lesson Materials Needed:

-Quiz Questions- Who sits next to Holden on the train? (The mother of a boy from his school)

-Who does Holden call that night and why? (No one, he was too scared.)

Lesson Sequence (include approximate times for each segment):

* **Introduction/Lead-in/ Focus:**

Quiz 2 on *Catcher in the Rye (*5 minutes)

* **Explicit Instruction**: (20 Minutes)
* We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and Holden’s world is damaged on the outside, as he is emotionally.
* **Key Points (if not already addressed by students)**
* “Phoniness”
* Holden leaves school
* Compulsive Lying
* Girls
* Phoebe

**Poetry Exercise:** (25 Minutes)

**Found Poems:** Teacher models by showing example:

**Love:**

She was a funny girl, old Jane.

She knocked me out.

 I couldn’t get her off my mind.

I told her I loved her and all.

I’m the most terrific liar

You ever saw in your life.

I really should’ve been a crook.

What a fool I was.

Don’t ever tell anybody anything.

I know it’s crazy – I’m as lonesome as hell.

-Students will be prompted to choose a line from *The Catcher in The Rye*. After writing this line on a small slip of paper, students will break into their pre- assigned learning groups.

-Students will piece together the five lines; one student from each group will recite the group’s poem.

Assessment and Assessment Criteria:

-Students will be assessed daily through quizzes related to content.

-Students will also be required to take notes as they are reading the novel, to be graded by the teacher, weekly.

-Students will be assessed on a completion basis for the found poetry exercise.

Lesson Title: Wrap up *of Catcher in the Rye*/ In class writing

Date/Sequence/Duration: March 24/ Lesson 18/ 50 Minutes

Lesson Overview: This lesson will wrap up any loose ends to the *Catcher in the Rye.* Students will be given a list of topics to respond to in a Reader Response Essay.

Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

-Learning floats on a sea of talk; having students work through issues presented on the novel, will clarify themes and issues.

- Reader Response evokes emotion and true understanding of the themes in a novel. This is where key assessment takes place. Students must know the material well enough to relate it to issues in life.

Sunshine State Standards:

(LA.1112.1.6.2)

The student will listen to, read, and discuss familiar and conceptually challenging text.

(LA.1112.2.2.2)

The student will use information from the text to answer questions or to state the main idea or provide relevant details.

(LA.1112.2.1.4)

The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

(LA.1112.2.2.3)

The student will organize information to show understanding or relationships among facts, ideas, and events

Lesson Sequence:

* **Introduction/Lead-in/ Focus:**

The Wrap up of *Catcher in the Rye*

* **Explicit Instruction**: (20 Minutes)

We will be discussing quotations that the students think are important or crucial to the story or interesting. We will also be discussing the personal narrative aspect of the story, and Holden’s world is damaged on the outside, as he is emotionally.

* **Key Points (if not already addressed by students)**

-Phoebe

-Holden’s Excuses

-Catcher in the Rye- saving children from adulthood.

**Reader Response Topics:** (to be written on board)

Text To Self- how do you relate to Holden?

Texts To Text- compare and contrast *To Kill a Mockingbird* and *The Catcher in the Rye.*

Text to World- How is Holden growing in his adolescence, use examples from the psychological theories of Identity and Adolescence.

* This assignment is apart of the student’s Reading Journal; they may finish at home, `if there is not enough time in class.

Assessment and Assessment Criteria:

-Students will be assessed in the completion of the Reader Response assignment. Completion means that the student proves to me in their paper that they read and thought deeply about the text’s.

**MLA Citation Handout**

for your Works Cited page (remember to double space)

**How to cite a book:**

Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future. New York: Pocket Books, 1993.

**How to cite an article printed from a database off the computer:**

Fitzgerald, Jill. "How Will Bilingual/ESL Programs in Literacy Change in the Next

Millennium?" Reading Research Quarterly 35.4 (2000). Expanded Academic ASAP.

InfoTrac. Massasoit Community Coll. Lib., Brockton, MA. 16 Feb. 2001.

<http://infotrac.galegroup.com>.

**Journal article, one author:**

Lord, Lewis. "There's Something about Mary Todd." U.S. News and World Report 19 Feb. 2001: 53.

**An article from a print journal (with volume and issue number (22.3)):**

Wood, Michael. "Broken Dates: Fiction and the Century." Kenyon Review 22.3 (2000): 50-64.

**Citing the CQ Researcher:**

Glazer, Sarah. "Crackdown on Sexual Harassment." The CQ Researcher 19 July 1996: 625-44.

**Edited book, one editor:**

Powell, Kevin, ed. Step into a World: A Global Anthology of the New Black Literature. New York: Wiley, 2000.

**Edition other than first:**

Boyce, David George. The Irish Question and British Politics,1868-1996. 2nd ed. New York: St. Martin's, 1996.

**Encyclopedia or dictionary article:**

Posner, Rebecca. "Romance Languages." The New Encyclopaedia Britannica: Macropaedia. 15th ed. 1987.

"Sonata." The American Heritage Dictionary of the English Language. 4th ed. 2000.

**Newspaper article, one author, Discontinuous pages:**

Murphy, Sean P. "Decisions on Status of Tribes Draw Fire." Boston Globe 27 Mar. 2001: A2.

**Citing the series Taking Sides:**

Gately, David, and Andrew I. Schwebel. "Favorable Outcomes in Children after Parental Divorce." Taking Sides: Clashing Views on Controversial Issues in Childhood and Society. Ed. Diana S. DelCampo and Robert L. DelCampo. Connecticut: Dushkin/McGraw-Hill, 1998. 139-150.

Date you found it on the computer

**Work in an anthology:**

Odell, Noell. "Mallory and Irvine's Attempt." Points Unknown: A Century of Great

Exploration. Ed. David Roberts. New York: Norton, 2000. 161-72.

**Citing literary criticism and biography resources:**

Beach, Joseph Warren. “John Steinbeck: Art and Propaganda.” American Fiction: 1920-1940. Macmillan, 1941. 327-47. Rpt. in Contemporary Literary Criticism. Ed. Roger Matuz. Vol. 59. Detroit: Gale, 1990. 328-332.

Lewis, Marvin A. "Alejandro Morales." Chicano Writers: Dictionary of Literary Biography. Detroit: Gale, 1989. 82:178-183.

Slethaug, Gordon. "Knowles, John 1926- ." Contemporary Authors: New Revision Series. Ed. Susan M. Trosky. Detroit: Gale, 1993. 40:239-243.

“Bobbie Ann Mason.” Contemporary Authors. 2001. GaleNet. Massasoit Community Coll. Lib., Brockton, MA. 27 July 2001. <http://galenet.gale.com>.

Petry, Alice Hall. “Alice Walker: The Achievement of the Short Fiction.” Modern Language Studies 19.1 (1989): 12-27. In Contemporary Literary Criticism. 2001. GaleNet. Massasoit Community Coll. Lib., Brockton, MA. 8 August 2001. <http://galenet.gale.com>.

Sturgeon, Theodore. “On Earth, as It Is on More Peculiar Planets.” Los Angeles Times Book Review 5 Sept. 1982: 2. Rpt. in Short Story Criticism. Ed. David Segal. Vol. 12. Detroit: Gale, 1993. 235.

Wiedemann, Barbara. "Jamaica Kincaid." Critical Survey of Short Fiction. Ed. Frank N. Magill. Rev. ed. Vol. 4. Pasadena, CA: Salem, 1993.

**Examples for citing websites:**

**WITH AUTHOR**

Peterson, Susan Lynn. The Life of Martin Luther. 1999. 9 Mar. 2001 <http://pweb.netcom.com/~supeters/luther.htm>.

**WITH CORPORATE (GROUP) AUTHOR**

United States. Environmental Protection Agency. Values and Functions of Wetlands. 25 May 1999. 24 Mar. 2001 <http://www.epa.gov- owow/wetlands/facts/fact2.html>.

**AUTHOR UNKNOWN**

Margaret Sanger Papers Project. 18 Oct. 2000. History Dept., New York U.3 Apr. 2001 <http://www.nyu.edu/projects/sanger/>.

**Sample paper: MLA style**

[http://www.dianahacker.com/resdoc/humanities/sample.html SCM 10/2002](http://www.dianahacker.com/resdoc/humanities/sample.html%20SCM%2010/2002)

Unit: Speaking

**Skill 19: Presenting To A Group**

**Activity A: Public Speaking**

Worksheet

An EEO/AA employer, University of Wisconsin-Extension provides equal

opportunities in employment and programming, including Title IX and American

with Disabilities (ADA) requirements. UW-Extension Quad Counties, 161 West

Wisconsin AV, Suite 6000, Milwaukee, WI 53203. Copyright protected.

**Entree**

**Public Speaking Handout**

**Physical Considerations:**

You and your clothing should be clean, neat and professional.

Stand tall, shoulders down and back (not hunched), with a confident but friendly posture.

Make eye contact with members of the audience.

Lean forward slightly and flex your knees so you can bounce lightly on the balls of your feet

– but keep your feet planted and don’t shuffle or shift your weight back and forth.

Smile – a little bigger and more often than you might when not giving a speech.

**Speaking Considerations:**

Include strong, clear language to make your point.

Use stories instead of statistics so people can relate.

Vary your tone and speed.

Use correct grammar.

Don’t use overly complicated words or language.

Don’t use vocal fillers like “um” – it’s perfectly ok to just have a little silence.

Reinforce points by repeating them, but in a slightly different way.

**Preparation Considerations:**

Know your audience.

Use an introduction, body and conclusion to organize your material.

The intro should get the audience’s attention, and orient them to your topic.

The conclusion should briefly restate the topic, and motivate the audience to act.

Make sure you know the space and room arrangement whenever possible, especially if

using a microphone or any AV equipment.

There’s no substitute for preparation and practice!

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|  | 1  Introduce To Kill a Mockingbird | 2 Chapter 4 | 3 Chapter 8 | 4 Chapter 12 | 5 Chapter16  Lesson on research | 6 |
| 7 | 8 Chapter 22 | 9 Chapter 26 | 10 Chapter 29  Lesson on Public Speaking | 11 Chapter 31  Test on Mockingbird | 12  Done with Mockingbird/final discussion/Socratic Circle | 13 |
| 14 | 15  Psychological Lesson-Print out of Erickson | 16 Chapter 3 | 17 Chapter 6  Introduce alternative book reports. | 18 Chapter 10  Poetry Exercise | 19 Chapter 12 | 20 |
| 21 | 22 Chapter 15  Catcher quiz | 23 Chapter 20 | 24 Chapter 25  Done with Catcher-final discussion, Reader Response | 25  Work on projects | 26  Projects/Presentations | 27 |
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |

Unit-Total Points

Quiz 1-5 points \_\_/5

Quiz 2-5 points \_\_/5

Quiz 3-5 points \_\_/5

Quiz 4-5 points \_\_/5

Quiz 5-5 points \_\_/5

Quiz 6-5 points \_\_/5

Quiz 7-5 points \_\_/5

Quiz 8-5 points \_\_/5

Citation handout- 10 points \_\_/10

Socratic Circle- 10 points \_\_/10

Mockingbird Test- 50 points \_\_/50

Poetry exercise- 20 points \_\_/20

Reader Response- 50 points \_\_/50

Book Report-100 points \_\_/100

Speech- 100 points \_\_/100

Research Paper- 100 points \_\_/100

Participation- 20 points \_\_/20

**Total points- 500 points \_\_/500**